



On Site Review Title I, Part D, Subpart 1 Study Guide

Applicant SA Name:

Date of Visit:

Applicant SA Contact:

MDE Consultant:

Facility to be Reviewed:

Both Entities Shall Complete This Study Guide Together:

Signature of SA Authorized Official

Signature of Facility Authorized Official

Rating Codes:

H (High) = Present to a High Degree

M (Moderate) = Present to a Moderate Degree

L (Low) = Present Minimally

CR (Change Required) = Required Indicator

Y (Yes) = Meets requirement

N/A (Not Applicable)



Required Indicator

On Site Review

Title I, Part D, Subpart 1

Study Guide Rating Guidelines

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, a SA/facility should have a majority of the indicators for that category in place. For selected indicators a Y (YES) rating will be used.

H (HIGH) = present to a high degree/well developed

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

M (MODERATE) = present to moderate degree/progressing

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

L (LOW) = present minimally/in early stages

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

CR (CHANGE REQUIRED) = not present

Y (YES) = meets requirement

N/A (Not Applicable)

| I. Application | | |
|---|------------------|------------------------|
| Indicators | Y, CR | Evidence & Explanation |
| 1. The State Agency (SA) has completed and filed a program application with the State Education Agency (SEA) | | |
| 2. The application accurately describes the current program in the facility | | |
| II. Formal Agreement | | |
| Indicators | Y, CR | Evidence & Explanation |
| 1. The facility has entered into a formal agreement with the SA | | |
| 2. The formal agreement accurately depicts the facility's program and the shared expectations of the facility and the SA | | |
| 3. The formal agreement is implemented with fidelity by all partners | | |
| III. Program Requirements | | |
| <p>The SA should respond to each of the Program Requirements by identifying the current level of monitoring provided by the SA. "To what degree does the SA monitor the facility to ensure..."</p> <p>The Facility should respond to each of the Program Requirements by identifying the current level of implementation within the Facility.</p> | | |
| Indicators | H, M, L, CR, N/A | Evidence & Explanation |
| 1. The program is designed with the expectation that children and youth will have the opportunity to meet the same challenging state academic content and academic achievement standards that all children in the State are expected to meet | | |
| 2. Where feasible, the educational programs in the facility are coordinated with the student's home school, particularly with respect to students with an Individualized Education Plan (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA) | | |
| 3. The local school of the student is notified if the student is identified while in the facility as being in need of special education and related services | | |

| | | |
|---|--|--|
| 4. Transition assistance is provided to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family | | |
| 5. Support programs are provided that encourage children and youth who have dropped out of school to reenter school once they have completed their term at the correctional facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent | | |
| 6. The facility is staffed with teachers and other Highly Qualified staff who are trained to work with children and youth who have disabilities taking into consideration the unique needs of such children and youth | | |
| 7. To the extent possible, technology is used to assist in coordinating educational programs between the correctional facility and the community school | | |
| 8. Where feasible, parents are involved in efforts to improve the educational achievement of their children and youth to prevent further involvement of such children in delinquent activities | | |
| 9. Funds received under this part are coordinated with other Federal, State, and local funds to provide services to participating children and youth | | |
| 10. Programs are coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable | | |
| 11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth | | |

| IV. Evaluation | | |
|---|-----------------------------|-----------------------------------|
| Indicators | H, M, L, CR, N/A | Evidence & Explanation |
| 1. Program services are evaluated at least once every three years AND disaggregated for participation by gender, race, ethnicity, and age in order to determine the impact on the ability of participants to: | | |
| a. Maintain and improve educational achievement | | |
| b. Accrue school credits that meet State requirements for grade promotion and secondary school graduation | | |
| c. Make the transition to a regular program or other education program operated by an SA | | |
| d. Complete secondary school (or secondary school equivalency requirements) | | |
| e. Obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth and as appropriate, participate in postsecondary education and job training | | |
| 2. In conducting each evaluation multiple and appropriate measures of student progress are used | | |
| 3. Evaluation results are submitted to the SEA | | |
| 4. The results of evaluations are used to plan and improve subsequent programs for participating children and youth | | |
| 5. To the extent feasible, evaluations are tied to the standards and assessment system that the State has developed for all children | | |